

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Bede's RC Primary South Shields				
Academic Year	2020/21	Total PP budget	£58,110	Date of most recent PP Review	Jan 2020
Total number of pupils	209	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Jan 2021

2. Attainment – KS2 2019		
	<i>Pupils eligible for PP (school)</i>	<i>All pupils</i>
% achieving in reading, writing and maths	66% (with SEN 40%)	80%
Reading progress measure	+2.6 (with SEN +2.87)	+4.5
Writing progress measure	+4.4 (with SEN +1.00)	+2.6
Mathematics progress measure	-0.9(with SEN -1.62)	+2.9

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils have limited language skills on entry due to lack of experiences and poor modelling of language. This can sometimes be coupled with English as an additional language.
B.	The children often have limited vocabulary and slow development of language skills
C.	Some pupils face challenges such as SEN, and an increasing number have significant social and emotional needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parents sometimes have limited numeracy and literacy skills so need help in supporting their children, and also increasingly need help with pupils' social and emotional needs.

4. Desired outcomes- KS2 2021		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve percentage of pupils attaining expected level in reading	88% achieving expected level in reading
B.	Improve vocabulary and higher order reading skills to impact on effective reading	88% achieving expected level in reading
C.	Improve percentage of pupils attaining expected level in mathematics	88% achieving expected level in mathematics
D.	Systems in place to support pupils' social, physiological and emotional needs.	Improved outcomes and engagement.

5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>88% Y6 PP to meet expected outcomes in reading 2021</p> <p>90% PP pupils throughout Y5-Y3/KS1 to meet at least expected outcomes in reading in 2021</p>	<p>One to one reading intervention sessions twice weekly, and dedicated reading time daily in class to improve fluency, comprehension skills, and increase pupil enjoyment. Use of Accelerated Reader programme to track pupils' comprehension of chosen books through online quizzing, and pupils' reading ages through half-termly testing. Differentiated booster sessions in class. Increased adult support in class literacy sessions</p>	<p>NFER research- improved outcomes using one to one tuition.</p> <p>NFER research- improved outcomes for disadvantaged pupils using targeted, small group support.</p>	<p>Pupils' work, regular testing of progress- practice SATs papers, Test Base termly tests. Regular quizzing of pupils' comprehension skills. Half termly testing of pupils' reading ages.</p>	<p>C Devine J. Molenda</p>	<p>Half termly</p>
<p>88% Y6 PP to meet expected outcomes in mathematics in 2021</p> <p>90% PP pupils throughout Y5-3/KS1 to meet at least expected outcomes in mathematics in 2021.</p>	<p>Small group sessions for identified pupils using Success@Arithmetic, Class@Number</p>	<p>Success@Arithmetic and Class@Number programmes proven to improve pupils' numerical understanding age and outcomes.</p>	<p>Regular testing of progress- practice SAT papers, Test Base termly tests</p>	<p>N. Mackley L. Welsh D. Dunn</p>	<p>Half termly</p>

To ensure outstanding teaching for all pupils	'Power of Reading'- use of class novels to engage pupils in reading and teach higher order reading skills. Use of Cracking Comprehension resource to teach whole class comprehension skills. Use of MyMaths to support whole class mathematics teaching/formative assessment. Emphasis on basic skills i.e. mental arithmetic and reading in core subjects and across the curriculum.	NFER research- improved outcomes for disadvantaged and all pupils.	Book scrutiny, lesson observations, half termly testing, class drop-ins by DHT, HT and mathematics subject leader (SLT).	C.Devine, N. Park, N. Mackley	Performance Management reviews, monitoring cycle, Pupil Progress meetings, Data Analysis.
Total budgeted cost					£29,850
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support children who are not meeting age-related expectations or expected progress through mathematics, reading and writing interventions	One to one phonics- daily sessions Blast language development- twice weekly sessions Guided reading- twice weekly- KS1 One to one reading- daily RM mathematics- daily ten minute sessions Times Tables Rockstars Success@Arithmetic-targeted groups Class@Number-targeted groups	NFER research shows improved pupil outcomes through one to one and small group interventions	Pupil Progress meetings, half termly intervention reports, book scrutiny, half termly tests, reading quizzes, reading ages- half termly monitoring, lesson observations	N. Park, C. Devine, N. Mackley, D. Dunn, J. Molenda, C. Wheeler, L. McDonald	Monitoring cycle, half termly.

To improve further the percentage of pupils attaining expected standard in reading at the end of KS2 Maintain the percentage of pupils attaining the expected standard in writing and mathematics	Outstanding teaching Cross curricular reading and writing opportunities Whole class novels as an approach to teach reading Accelerated Reader programme. Teaching of key basic skills through a broad and balanced curriculum.	Ofsted findings- 'Achievement for All' project.	Monitoring cycle, book scrutiny, pupil progress reports, half termly tests, reading quizzes, reading age testing- half- termly.	N. Park, C. Devine, N. Mackley, B. McVittie	Half termly, monitoring cycle
Total budgeted cost					£10,574
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To address pupils' social and emotional needs	Free breakfast club for identified pupils with daily support with homework Mental Health Nurse- 1 day per week allocated to the school through South Tyneside Mental Health Trail Blazers Circle of Friends group Language for Thinking group Lego Therapy group Zones of Regulation group	Improvement in attendance, engagement and punctuality of pupils. Improved performance of pupils in weekly spelling and mental maths tests Improved reading ages and enjoyment of reading Increased confidence and self -esteem of identified pupils	Weekly register, weekly monitoring	L.Welsh, L. McDonald, N. Park, N. Mackley	Ongoing and half termly
To support parents in providing social, emotional support to children. To improve attendance and punctuality of pupils. To support parents with pupils' homework requirements	As above Family Support Worker to engage with parents and support with children's identified needs. Free transport for identified pupils.	As above Improved engagement with parents Support given to parents to ensure pupils attend external appointments e.g. CYPS Support given to parents to ensure school attendance	Weekly attendance monitoring, Early Help plans	L. Welsh, L.McDonald, N. Mackley, N. Park	Ongoing and half termly
To develop the whole child through broadening their life experiences	Supporting after school clubs School trips, visits and visitors to broaden	Improved engagement and enjoyment of school and the curriculum Improved cross curricular writing. All pupils given the opportunity to learn and musical instrument and join an orchestra.	Curriculum plans, school website, pupil engagement, book scrutiny. Music concerts/recitals for parents	N. Park, B. McVittie	

	experiences and level of engagement. Music tuition in clarinet and recorder				
Total budgeted cost					£17,686

6. Review of expenditure

Previous Academic Year

2018/19 National Data £53,060

i/ii Quality of teaching for all/targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To support pupils to achieve expected levels and at greater depth in reading, writing and mathematics</p> <p>To provide quality teaching assistants to ensure intervention is timely and appropriate to meet the children's needs and show impact on their learning</p>	<p>Targeted differentiation/intervention, high quality marking and feedback, booster groups for all levels of ability, reduced teacher to pupil ratios</p>	<p>At KS2 the percentage of PP pupils attaining reading, writing and mathematics was 66% combined (with SEN 40%) against the national overall level of 65%.</p> <p>The percentage of PP pupils attaining reading, writing and mathematics combined at greater depth was 33% (with SEN 20%) against the national overall level of 11%.</p> <p>33% (20% with SEN) of PP pupils attained higher standard in reading; in writing and in mathematics. Progress in writing was +4.4 (with SEN +1); reading was +2.6 (+2.87 with SEN); mathematics was -0.9 (with SEN -0.1.62).</p> <p>At end of KS2 increased percentage of all pupils attaining the expected level in reading -83% and at the higher standard- 57%. Improved progress measure of all pupils in reading to +4.5</p> <p>TA support was used effectively to support children in English and mathematics lessons. TAs were also able to deliver interventions before school and lunchtimes</p>	<p>Specific individual intervention is to continue to improve pupils' reading fluency and boost reading ages of identified pupils. Systems to accurately match reading books to pupils' reading age have been established in order to improve fluency, and to ensure comprehension skills across all subject areas and enjoyment of reading are not hampered. Reading intervention will continue again with the initial focus on improving reading fluency.</p> <p>Success@Arithmetic (Every Child Counts)- system established to boost numerical age of identified pupils. Very effective and to be continued. Using Sandwell test established pupils' numerical sense age. After following programme pupils' numerical ages increased from between 12- 30 months. System now extended to KS1: First Class@Number.</p> <p>Teaching of writing very successful following whole school approach/ cluster moderation and local authority moderation- this will be continued.</p> <p>Teaching assistants worked to address misunderstandings at the point of intervention and later in the day during personalised interventions.</p> <p>Monitoring of progress (intervention tracking sheets) showed impact on pupil outcomes.</p> <p>Programmes to continue- RM mathematics, Spelling Shed, one to one reading, Blast, Success@Arithmetic, guided reading</p>	<p>£36,684</p>
<h3>lii. Other approaches 18/19, 19/20</h3>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
				<p>16,376</p>

<p>To improve attendance and punctuality of pupils. To support pupils' social and emotional needs.</p>	<p>Family Support worker and teaching assistant to run free breakfast club. Support with homework, English and mathematics before school</p>	<p>Improved spelling and mental mathematics scores. Improved attendance of targeted pupils including pupils not eligible for PP. Improved well-being, concentration and confidence of pupils.</p>	<p>Approach very effective and to continue.</p>	
<p>To develop the whole child through broadening their life experiences</p>	<p>Supporting after school clubs School visits, trips and experiences to excite and engage pupils Breadth and range of sports events for an increasing number of pupils</p>	<p>Pupils attending increased variety of after school clubs Pupils engaged in sports after school, weekends and in community. Curriculum visits promote high levels of engagement and enjoyment</p>	<p>This will continue and increase in 2020-21.</p>	